KY Model Curriculum Framework Development Advisory Group
September 8, 2010

Meeting Summary

Advisory Group Members Present: Cathy Barnard, Leeanne Beck, Sharon Brennan, Les Burns, Charlotte Chowning, Carolyn Downing, Mary Evans, Albert Fox, Janna Beth Francis, Amy Herman, Ebony Hutchinson, Heather Kirk, Ron Livingood, Kathy Mansfield, Ken Mattingly, and Andrea White.

Summary Statement: Felicia Cumings-Smith, Associate Commissioner, Office of Next-Generation Learners, welcomed the group and shared opening remarks, followed by an overview from Saundra Hamon, KDE, relative to the background for the work. Vision statements for the Framework were presented and were later described as possible principles that could be further developed and connected specifically to the Framework. The timelines for the work and roles of the Advisory Group were also reviewed. Resources (e.g. Framework for 21st Century Learning, graphic) available to guide and support the work were shared by KDE's Core Team members, Cindy Parker, Renee Boss, Saundra Hamon, and Dr. Leslie Burns.

<u>**Charge of the Advisory Group**</u>
Create specific recommendations to KDE on the design and dissemination of Kentucky's State-level Model Curriculum Framework and serve on work teams to design the Framework components.

<u>**Background**</u>
- P-12 Framework
- Senate Bill 1 (2009) Model Curriculum Framework
- Teaching and assessment strategies
- Instructional material resources
- Alternative ways of using school time
- Ideas on how to incorporate community resources
- Strategies to incorporate character education
- Directory of model teaching sites
- Framework for 21st Century Learning
- Timeline: completed: May 2011; disseminated: June 2011
- Standards are <u>not</u> the curriculum (note: added after presentation)

"Section 1. KRS 158.6451 (2) The Kentucky Board of Education shall disseminate to local school districts and schools a model curriculum framework which is directly tied to the goals, outcomes and assessment strategies developed pursuant to this section and KRS 158.645 and 158.6453. The framework shall identify teaching and assessment strategies, instructional material resources, ideas on how to incorporate the resources of the community, a directory of model teaching sites, alternative ways of using school time, and strategies to incorporate character education throughout the curriculum."

<u>**Setting the Context for the Work**</u>
Summary Statement: As documented in this meeting summary, the first meeting of the Advisory Group was designed to present contextual information and begin discussions that would assist the group in developing a common language and understanding of what could be envisioned that would

guide the recommendations, and, ultimately, the design of the Framework. Two articles were reviewed with information gleaned that could inform the work and brainstorming and discussion sessions were conducted to explore the individual and collective thinking of the group.

The Creativity Crisis
Summary Statement: Cindy Parker debriefed on the content of the article with the group and asked them to share insights and key learning that should be considered as the Model Curriculum Framework is designed. The following reflections were noted:

Insights
- Children afraid to share "their own" ideas. They are afraid their idea is wrong. Teachers often shut kids down (expecting them to adopt their idea).
- We can learn from others' ideas.
- Problem-solving and decision-making (thinking, engaging) must be taught and students must have opportunity to "practice."
- Creativity can be taught. It is declining and needs/deserves attention. It is now demanded as a job skill.
- Develop context for the learner is essential to engage and motivate students.
  *How will we measure? ACT and standardized assessment is important when used appropriately.
- We teachers have to get out of our box (must address what industry is expecting, etc.)

Key Considerations
- Public –our customers; communities are different and their mindsets are different; address neuroscience piece of this
- Media influence exists. Connections are not always made. Maybe we don't understand all the issues.
- Help parents understand. Need their buy-in upfront
- Cultural values (reading we value). In some countries, writing is not valued, maybe due to fear to those in power. They are uncomfortable about what may be written.

Framework Considerations
Summary Statement: To further the group's collective thinking about how to design the Framework, Jeanna Mullins, facilitator, guided a brainstorming session around the following three questions.

1. **How do we make the framework useful?**
   Organization
   - Not in a binder: online, easily accessible
   - Use clear, concise language to increase common understanding
   - Clear organization
   - Organize framework by grade/content with specific instructional days tied to content taught (easy, user-friendly format)
   - Provide a clear purpose for the framework
     - What are its objectives?
     - How is it to be used?
     - To whom is it directed?

- Respect and respond to the values and needs (real and perceived) of our audiences
- Use concise, affirmative statements of what we honestly believe and know
- Clear transitions between grades
- Make/ organize with the end in mind
- Use easily understood language or define terms
- Needs to be very explicit/specific
- Keep it as simple as possible
- Make it "teacher friendly" –easy to adapt to their personal style

Assessment
- Determine the assessment tool or criterion so that the framework is congruent with how it is assessed
- Formative assessments
- Should tell what kids should know be able to do and demonstrate

Resources
- Provide web-based with links to further resources
- Give teachers resources and tools for implementation
- Provide information sessions through brief webcast to introduce
- Integrate and enhance existing Initiatives- CHETL, CASL, KCCS, etc.

Professional Development
- Full of PD connections

Theme across all categories: Making connections to real world situations (business, community and parents)

2. **Who are our "customers" for this work?**
- Superintendents
- Curriculum coordinators
- Students (in preparation for 21st century)
- "Customers" can also be defined as buyers of a product, in this case, educated students, so our customers become the entire state.
- University faculty
- Colleges/universities: teacher prep programs
- Special education teachers
- Regular education teachers
- Legislators
- "World" business/career: skills, knowledge, innovations
- Community, civic, and cultural groups
- Parents
- Global audience
- Principals
- Boards of education
- PD providers

- Community leaders (taxpayers); verbal community players (who fear change or benefit from status quo)
- Content providers (publishers for content and testing)
- Military/ Armed Forces
- Assessment specialists
- EPSB: KTIP, PD, Accreditation, Certification
- Teacher professional organizations: KEA
- SBDM Councils
- Pre-K organizations
- Day Care Centers

3. **What do our customers expect?**

Product
- Realistic
- Contemporary/cutting edge
- Meaningful/relevant
- Information
- Guidance (roadmap)
- Clarity; concise
- Multiple best practices
- Assessment, resources and dev elopement
- For the Student: every teacher, every administrator, every parent
- Parents expect us to know what it is their children need to know to be successful
- An explicit and systematic process
- Research-based
- Accessible by all students
- Aligned
- Allows for creativity and risk-taking (administrators, teachers, students)
- Ability to work with goals clearly identified; curriculum ------formative and summative assessments
- Connected; contextual
- Parents expect us to care about their children
- Parents: to be able to extend learning in the home
- Engaging and interesting
- Equitable access to standards/learning for all
- Involvement/voice
- Innovation on the part of teachers
- Integration among disciplines (interdisciplinary courses); math—science, social studies—writing (technology)

Outcomes
- Will produce students who:
   - can work cooperatively with others
   - are prepared to solve world problems

- good communicators (oral and written)
- Successful returns
- Informed, contributing citizens
- Observable improvement of teaching, teacher preparation, and administration at all levels
- Positive, consistent, measurable gains in learning
- Students who will continue to support their community
- Increased community engagement, partnership, and economic impact
- Increased student retention and graduation

Changing Classroom Practices
Summary Statement: Renee Boss guided the group through a series of steps to review the article and identify key learning that could inform conversations relative to the development of a Model Curriculum Framework. The following statements were generated by the group:

- Teacher engagement in changing formative assessment practices is best served by a facilitator who encourages learning by individual teachers as well as providing coaching when appropriate.

- Formative assessment when implemented appropriately offers insights into student learning and helps to increase student achievement.

- Knowing how to facilitate student ownership and learning through effective formative assessments will improve student achievement.

What is a Model Curriculum Framework?
Summary Statement: Given the group discussions throughout the day, members were asked to share their thinking about how they viewed a model curriculum framework. Curriculum components, big ideas, potential schematics, and questions were posed, as described below, during a brainstorming and discussion session.

- Plan, guide
- Visualizes a mobile with "things" (e.g. curriculum map) hanging from it; Outcome to non-negotiables (core content, assessment, PD, etc.). It is moving, challenging, evolving, not static, and brings focus of attention to help develop and grow)
- "Model" not a mandate; not prescriptive
- Includes considerations and big ingredients; how we provide instruction—research-based practices; ways to assess
- Assessment—balanced system (formative and summative)
- Interventions and differentiation of instruction
- How to use the assessment data; where do I go to find out more information?, etc. (Teachers get stuck); Administrators need this learning, also.
- Scaffolding instruction; gaps-what student needs based on where she/he is
- Consider all steps
- Adaptable, responsive (is what we want districts to be)
- Allow for instructional creativity and need congruence—fit together with everyday learning experiences

- Instructional piece—creativity
- Destination determined by learning target (goal)
- Choices to be presented to district which sets targets for…algebra, for example. May be different in each district
- Guide for teachers
- Structure is what will be provided
- How will the framework be assessed is still a question
- Tool to get students to success
- Standardized assessment aligned with curriculum (core standards)
- Concerned about breaking it down into small steps to get to standard
- Communicate differently with "customers" to help them understand why we are doing something different and how we are approaching it (framework)

Teaching and Learning
Summary Statement: Following individual reflection and large group discussion time, members were asked to work in small groups to brainstorm what they thought should be considered and included in the Teaching and Learning component of the Framework.

- Teaching needs to be differentiated to meet the needs of individual students
- Active student engagement with the learning
- Mentoring
- Research-based instructional strategies
- Real world
- Help students own their own learning
- Grade level examples of standards
- How will learning be assessed
- Utilizing formative/summative assessments to change/drive instruction
- Creative thinking and problem-solving
- Meeting needs of different learning styles of students
- Effective uses of technologies and software and Internet for differentiation/intervention
- Design for best and brightest teacher in Commonwealth (can then meet and have high expectations for all)
- Best practices in content
- Formative assessment strategies
- Focus on learning for teachers and students
- Take the ceiling off of learning (let students go as far as they can)
- High expectations for all learners
- Appreciation for many varied and unusual teaching styles
- Characteristics of highly effective teaching and learning
- Differentiated instruction, especially UDL, gifted, etc.
- Inquiry-based learning
- Instructional core: content rigor, student engagement, teacher knowledge and skills (R. Elmore)

- Cooperative grouping
- Student and teacher reflection/feedback
- Collaboration
- Interdisciplinary
- Project-based
- Teaching learning communities
- Focus on critical literacy
- Engagement strategies
- Literacy driven
- Should incorporate all literacy (reading, writing, speaking, listening, observing) strands
- Academic literacy

Homework Assignments

1. Enter your ideas for the remaining Framework components (Professional Learning, Assessment, Curriculum Planning and Family and Community Engagement) on the Wiki that has been created for the Advisory Group. If you have additional items for the Teaching and Learning component, please add those as well. Renee will send the link to the Wiki and will indicate a timeline for completion. As discussed, group members should enter a bulleted list of ideas that contains clear and concise statements (as you would generate on a 5" by 8" index card) about what should be considered for each of the components as the Framework is designed.
2. Share discussions with the constituency group that you are representing and seek feedback on their ideas for the Framework design. Use the feedback to inform your input on the Wiki entries and for sharing at the next group meeting in October.
3. Identify and share with KDE staff any specific resources that may be helpful as the Framework design continues.

Future Meeting Dates
October 13th

November 22nd *(Note that meeting on November 3rd will not be held. It was rescheduled for November 22nd).*

December 8th

*All meetings will be held in Frankfort from 9:00-4:00. Specific location to be determined.

Meeting summary prepared by Jeanna Mullins, Facilitator, University of Kentucky